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ABSTRACT

The study assessed the need for continued inservice training to migrant personnel in the skill and understanding of the Migrant Student Record Transfer System (MSRTS), and determined directions for planning future training sessions. A 50-item questionnaire was administered to 240 persons attending the MSRTS workshops at the 1977 State Migrant Education Conference. Results were reported in the following categories: length of service; position title; regionally, in part; and item analysis. Findings included: there was a significant growth of almost 20% between first-year and second-year employees; employees did not improve in their understanding after the second year; community aides did not score significantly different from non-community aides; resource teachers exhibited the widest spread of individual raw scores of all groups; and respondents had a rather broad and general comprehension level regarding their general knowledge of MSRTS procedure, awareness and content. Recommendations included: a different training component for advanced MSRTS staff should be developed with State assistance which focuses on the specific areas represented by the error analysis; and individualized regional training (and retraining) for advanced Supportive Services staff must consider the differences of responsibility represented by the duality of the field "specialist" and the all-around "generalist" characteristics encountered in the position titles. (NQ)

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A STUDY TO ASSESS THE NEED FOR INSERVICE TO MIGRANT PERSONNEL INVOLVED IN IMPLEMENTING THE MIGRANT STUDENT RECORDS TRANSFER SYSTEM IN CALIFORNIA

A Preliminary Report

to the

California Migrant Education Regional Directors Council

April 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PURPOSE OF THE STUDY

The purpose of this study was to assess the need for continued inservice to migrant personnel in the skill and understanding of the Migrant Student Record Transfer System; and to determine directions for planning future training sessions.

DELIMITATIONS

This study is restrictive and temporal in nature, in that it is "clouded" in many aspects. As such, applications of derived and implied data must necessarily be viewed with extreme caution and narrow applicability.

Chief among its questionable values is that it represents an initial pilot venture for its participants to seek and develop a viable, valid and reliable test tool to assess status-quo and to offer clues to diagnostic - remedial inservice direction to enhance the performance of MSRTS users. Specifically, the reader should be cognizant of the following:

1. Test subjects are limited to those persons who attended the First California State Migrant Education Conference in February 1977 at Fresno, California.
2. Test administrators (8) had no prior experience and no instructions in administering this test, other than a

verbal directive, "Give this test to everyone who comes to your workshop."

3. No time limits were established.
4. No attempt to standardize environmental conditions was present.
5. Certain position titles (job-titles) are aggregated under the assumption that they are identical, from region to region.
6. Portions of the test featured a "True-False" construct, thereby enhancing chance guessing as a success element.

Nonetheless, it stands upon whatever inherent merits internally exist, since no parallel or related data has ever been reported anywhere, by anyone, in the professional literature.

DEFINITION OF TERMS

$\overline{M}$ -- An arithmetical average of a group of scores.

Σ -- A summation of individual scores of a particular group.

Community Aide -- Comprising position titles of a diverse population of persons who may or may not be individually responsible for the implementation of MSRTS: such as:

Records Clerks	Identification Aides
Statistical Aides	Recruitment Aides
Health Aides	Parent Involvement Aides
Migrant Clerks	Community Liaison

BACKGROUND

At the January 1977 meeting of the Regional Directors Council, Region VII was directed to prepare, in conjunction with State MSRTS staff, an assessment of the competency level of migrant Supportive Services staff in the utilization of MSRTS, and to recommend new directions for implementation of the system. With the cooperation of the Supportive Services coordinators of Regions VII and IX, and MSRTS personnel from the State office, fifty test items were selected. The test was administered to all persons attending the MSRTS workshops at the 1977 State Conference.

PRESENTATION OF FINDINGS AND CONCLUSIONS

Test results will be reported in the following categories:

a. Length of service
b. Position title
c. Regionally, in part
d. Item analysis

Table I presents results of each region's participants distributed under headings indicating length of service. The average for each service group is presented at the bottom. Results indicate a significant growth of almost 20 percent between first-year employees and second-year employees. The performance of senior employees does not exhibit the same rate of growth.

TABLE I

RAW SCORES AND MEANS OF PARTICIPANTS
ACCORDING TO REGION AND LENGTH OF SERVICE

	Less than 12 Months		Less Than 24 Months		More Than 2 Years	
Region	n	$\bar{M}$	n	$\bar{M}$	n	$\bar{M}$
	14	31	12	36	23	36
	6	33	9	35	9	38
	3	23	4	22	19	29
	12	32	14	28	35	31
	2	24	5	33	9	38
	2	37	1	40	13	30
	2	28	1	40	5	38
	9	22	2	39	18	36
	10	34	1	25	1	32
$\bar{M}$	74	28.68	49	32.12	132	33.39

Conclusion:

1. Second-year employees know MSRTS operations significantly better than first-year employees.
2. Employees do not improve in their understanding after the second year. This is significant in light that over

50 per cent of the test subjects (132:240) are in the "senior" group.

TABLE II

RANKED MEAN RAW SCORES OF TEST SUBJECTS WITH POSITION TITLES OTHER THAN COMMUNITY AIDES AND MEAN SCORE COMPARISONS

Title:	n	$\bar{M}$
Terminal Operators	3	43
Nurses	10	33
Mini-Corps Students	5	32
District Administrators	3	32
Instructional Aides	12	31
Resource Teachers	11	29
Regional Secretaries	3	24
Parents	3	1
Non-Community Aide Group Average:	50 persons	29.8
Average for all Test Subjects:		32.26
Average for Community Aides:		33.08

Table II displays raw test scores of 50 subjects who are not community aides. The operational definition of the position

title "Community Aide" included:

Record Clerk	Identification Aide
Statistical Aide	Parent Involvement Aide
Health Aide	Migrant Clerk
Community Liaison	Recruitment Aide

Procedure

Many subjects listed dual titles (i.e. Records Clerk/Health Aide). These positions were assigned to respective categories by either of the following means:

a. The narrative description of their work assignment (see cover page - Appendix A) indicated their Major Assignment; or

b. If the description did not clearly indicate, the first-named of the dual title was used.

Findings

The non-community aide group scored only slightly less, as a whole, than did the community aides (29.8 : 33.08). Highest scores were by the terminal operators and lowest scores were posted by parents.

Conclusions

1. Community aides do not score significantly different from non-community aides.

2. The high mean raw scores of terminal operators and the low mean raw scores of parents are to be reasonably expected, due to their respective current involvement in MSRTS.

3. Resource teachers exhibited the widest spread of individual raw scores (42-24) of all groups. All other groups, both high scoring as well as low scoring exhibited much greater homogeniety.

Error Frequency

Error frequency presented in Table III-A for 240 test subjects ranged from a low of 3.75 per cent (9 errors) to a high of 82.08 per cent (197 errors), out of 240 participants.

Commentary

Table III-B; Item Analysis - Relative Rank Order of Difficulty presents each test question in descending rank order of error frequency. Items have been separated into a suggested ten level priority. This priority is based upon simple arithmetic grouping of deciles of the 10 per cent of the items most frequently missed through the 10 per cent least frequently missed. Thus, each region may designate its own "crisis-level." This will be referred to later in the section entitled, RECOMMENDATIONS (page 11).

TABLE III-A

ITEM ANALYSIS OF ERRORS - SERIAL ORDER

Item	Misses	% of Subjects in Error
1	9	3.75
2	28	11.66
3	94	39.16
4	116	48.33
5	192	80.00
6	197	82.08
7	36	15.00
8	60	25.00
9	86	35.83
10	105	43.75
11	30	12.50
12	29	12.08
13	59	24.58
14	43	17.91
15	46	19.16
16	79	32.91
17	100	41.66
18	24	10.00
19	120	50.00
20	84	35.00
21	68	28.33
22	149	62.08
23	104	43.33
24	40	16.66
25	106	44.16
26	116	48.33
27	91	37.91
28	84	35.00
29	151	62.91
30	159	66.25
31	52	21.66
32	84	35.00
33	37	15.41
34	61	25.41
35	102	42.50
36	197	82.08
37	51	21.25
38	107	44.58
39	49	20.41
40	74	30.83
41	84	35.00
42	85	35.41
43	79	32.91
44	85	35.41
45	99	41.25
46	69	28.75
47	60	25.00
48	90	38.33
49	104	43.33
50	95	39.58

TABLE III-B

ITEM ANALYSIS
RELATIVE RANK ORDER OF DIFFICULTY

Item	Skill Area	Relative Difficulty Rank	Priority	% Errors Descending Order
36	Procedure	1,5	1	82,08
6	Awareness	1,5		82,08
5	Content	3	1	80,00
30	Content	4		66.25
29	Content	5	1	62,91
22	Content			62,08
19	Procedure	6	2	50,00
4	Awareness	7,5		48,33
26	Content	7,5	2	48.33
38	Procedure	9		44.58
25	Awareness	10	2	44,16
10	Aware/Content	11		43.75
23	Content	12,5	3	43,33
49	Content	12,5		43.33
35	Content	14	3	42,50
17	Awareness	15	3	41,66
45	Content	16	4	41,25
50	Awareness	17		39,58
3	Awareness	18	4	39,16
48	Content	19		38.33
27	Content	20	4	37,91
9	Content/Aware	21		35,83
42	Awareness	22,5	5	35,41
44	Content	22.5		35.41
20	Content	25.5	5	35.00
28	Awareness	25,5		35,00
32	Content	25.5	5	35,00
41	Awareness	25.5		35.00
16	Content	28,5	6	32,91
43	Content	28.5		32.91
40	Awareness	30	6	30.83
46	Procedure	31		28.75
21	Procedure	32	7	28,33
34	Content	33	7	25,41
47	Procedure	34,5		25.00
8	Aware/Content	34.5	7	25.00
13	Awareness	36	8	24,58
31	Content	37		21,66
37	Procedure	38	8	21.25
39	Content	39		21.25
15	Content	40	8	19.16
14	Awareness	41		17,91
24	Content	42	9	16,66
33	Procedure	43		15,41
7	Awareness	44	9	15,41
11	Awareness	45		12,5
12	Awareness	46	10	12.08
2	Awareness	47		11.66
18	Procedure	48	10	10.00
1	Awareness	49	10	3.75

Column 2 of Table III-B presents the skill area tested by the enumerated item, as either Procedure, Content or Awareness. State MSRTS staff were asked to determine the particular skill area deemed most appropriate to the successful completion of the item. It was determined that the test was comprised of seventeen items rated as Awareness, twenty as Content, nine as Procedure, with four designated as mixed Awareness/Content. Excluding the mixed items and combining the number of errors of each of the three basic categories divided by the number of items in each category, we find that the Awareness items averaged 74.6 errors per item; that Content items averaged 91.2 errors per item and the Procedure items averaged 81.4 errors per item.

Conclusions

No major differences of errors appear at any one skill area or portion of the test. The wide range and scatter of errors suggest a rather broad and general comprehension level of the test subjects with regard to their general knowledge of MSRTS procedure, awareness and content.

Preface

In order to preserve individual and regional autonomy and integrety from inappropriate interpretation, specific regional scores and results are not reported here. Each regional director is respectfully invited to request an individual conference regarding regional results.

Recognizing the delimitations and potential liabilities (page 1) of the conduct of this study, caution is advised in using these findings as a basis for implementing new or remedial directions in inservicing Supportive Services staff.

Recommendation

1. A different training component for advanced MSRTS staff should be developed with state assistance which is designed to focus on the specific areas represented by the error analysis.
2. Individualized regional training (and retraining) for advanced Supportive Services staff must take into account the differences of responsibility represented by the duality of the field "specialist" and the all-around "generalist" characteristics encountered in the position titles.

3. Staff who exercise only marginal utilization of MSRTS should be made aware of their potential as a back-up and reference person in the regional utilization of MSRTS.

4. Terminal operators should provide local inservice training to staffs, as they appear to be singulary high-scoring. Perhaps a team of terminal operator/resource teacher might be formed as a regional "road-show" to various districts and school sites.

5. Despite the limited nature of this initial effort to assess the inservice needs regarding MSRTS, sufficient value exists to warrant the development of a standardized MSRTS tests to serve as landmark indicators. Little Rock, section and regional staffs should be involved in the development of such an assessment instrument.

APPENDIX

MSRTS GENERAL QUIZ

Migrant Education Section
Office of Compensatory Education
Elementary Education Division

NAME _____ TITLE _____

REGION_____ NO. YEARS IN MIGRANT EDUCATION PROGRAM _____

Describe briefly your involvement with the MSRTS:

_____

_____

_____

_____

MSRTS QUIZ

MULTIPLE CHOICE

GENERAL INFORMATION

Please indicate your answer by placing the letter of your choice in the space provided at the left.

1. _____ MSRTS is: A) Initials used to mean the Migrant Student Record Transfer System, B) The school mnemonic code for California, C) A Migrant Support Resource Teacher, D) None of the above.

2. _____ The person responsible for transmitting information received from the school to the computer is called the: A) MSRTS Coordinator, B) Migrant Resource Teacher, C) Terminal Operator, D) Community Aide.

3. _____ The MSRTS is made up of three principle components: A) The school, Regional Office and the Computer, B) The Computer, Terminal Operator and the Regional Office, C) The Terminal Operator, School and the Migrant Education Section, D) The School, Terminal Operator and the Computer.

4. _____ The MSRTS Transfer Forms come in the following number of copies: A) Transfer Form: 4 copies, Medical Form: 3 copies, B) Transfer Form: 3 copies, Medical Form: 3 copies, C) Transfer Form: 3 copies, Medical Form: 2 copies, D) Transfer Form: 2 copies, Medical Form: 3 copies.

5. _____ The three conditions that will cause a migrant student to be dropped from the program are: A) Graduation, Deceased, and a Withdrawal, B) Deceased, Terminate and Graduation, C) Terminate, Graduation and an Abnormal Condition, D) Graduation, Terminate and when he ceases to migrate.

6. _____ The transfer Record and Medical Record are mailed only upon: A) An Enrollment, Update and Withdrawal, B) An Enrollment, Withdrawal and Request, C) An Enrollment, Request and Update, D) An Enrollment, Withdrawal and Deletion.

7. _____ The person responsible for planning, implementing and managing the Migrant Education Program at the regional level is: A) The Regional MSRTS Coordinator, B) The Regional Office Manager, C) The Regional Director, D) None of the above.

8. _____ The total number of years that a migrant student is eligible for services after he has ceased to migrate are: A) 4 years, B) 3 years, C) 6 years, D) 5 years.

9. _____ The Official Postal Codes or two-letter abreviations used by the MSRTS to designate Mexico and Canada are: A) ME and CN, B) MX and CN, C) MX and CA, D) ME and CA.

10. _____ The six Classifications (or Migrant Status) of migrant children in the Migrant Education Program are: A) 4 agriculture and 2 fishing, B) 3 agriculture and 3 fishing, C) 2 agriculture and 4 fishing, C) 5 agriculture and 1 fishing.

11. _____ Eligibility of migrant children for participation in the Migrant Education Program is based on: A) Mobility and needs of the children, B) Mobility and occupation of their parents or guardians, C) Mobility and being between the ages of 5-17, D) None of the above.

12. _____ The Migrant Student Record Transfer System is a telecommunication network that: A) Only serves migrant children in California B) Serves migrant children all over the world, C) serves migrant children only in the southwestern states, D) only serves migrant children in the U.S. and its territorial possessions.

MSRTS QUIZ

TRUE - FALSE

TRANSFER FORM

Please indicate your answer by placeing an "F" in the space provided if the statement is false and a "T" if the statement is true.

13. _____ The transfer Form is mailed directly to the project school from the Computer.

14. _____ Only those tests administered through the Migrant Education Program can be entered in the Test Data (TD) Section of the Transfer Form.

15. _____ B.D.O, and N are alpha Birth Date Verification Codes.

16. _____ The HM (Meminum Health Services) Section is found on the Medical Form only.

17. _____ The Transfer Form is a variable-length record.

18. _____ Update information recorded on the Transfer Form and sent to the Terminal Operator should always be done in RED.

19. _____ When a Transfer Form is completely filled, additional data will be printed on a second transfer form.

20. _____ The Credit Accrual (CM) Section is the only section not pre-printed on the Transfer Form.

21. _____ A migrant student can be taken off completely from the Computer by sending in a terminate to the Terminal Operator.

22. _____ The Transfer Form at the present time is designed to accommodate only five Special Programs that can be recorded on a migrant student's record.

23. _____ The blank section found under the Test Data (TD) Section of the Transfer form is used for recording of the overflow of Special Programs data.

24. _____ Special Interests, more than any other information on a student's record can provide an immediate basis for communication with the student.

25. _____ Any individual working in the field of Education can access a migrant student's Transfer Record.

26. _____ A Post Office Box Number is acceptable as a street address in the Current Residence (CR) Section of the Transfer Form.

27. _____ If the migrant student is residing with his legal parents or guardians, the Computer will not print anything in the Current (CP) Section of Parent Data.

28. _____ F.E.R.P.A. 1974 is the Privacy Act which provides for the confidentiality of information on a migrant student's academic and health record.

29. _____ At the present time, there is no place on the Transfer Form to enter or update the grade level of a migrant student.

30. _____ The Credit Accrual (CM) Section of the Transfer Form is that preprinted Section below the Test Data (TD) Section.

31. _____ The Educational Data Section of the Transfer Forms consists of SP (Special Programs, SN (Special Interests, TD(Test Data, and CM (Credit Accrual).

32. _____ The numeral 5 is the status code used to designate children of intrastate migratory fishermen on the Transfer Form.

33. _____ Updating of a migrant student's Transfer Form should be an on-going process and not held until time of withdrawal.

34. _____ The Credit Accrual (CM) Section is designed for the recording of earned weeks of credit for secondary level migrant students, grades 9-12.

35. _____ E-H Linkage information is printed in the blank space below the School Health (HM) Section of the Transfer Form.

36. _____ When a migrant student's Transfer Form is updated and the information is sent to the Terminal Operator for transmission, the Computer will automatically send an update record back to the school.

37. _____ A standard procedure at the local school level is to always place one copy of the Transfer Form in the migrant student's cum folder.

38. _____ It is permissable to send enrollment and withdrawal dates on a migrant student's Transfer Form to the Terminal operator at the same time.

39. _____ Missing or incomplete birthdates on a transfer Form are not accepted by the Computer.

40. _____ If a migrant student's parents or guardian requests a copy of his child's Transfer Form, you are legally obligated to give them one.

MSRTS QUIZ
TRUE - FALSE
MEDICAL FORM

41. _____ The person usually designated by the Regional Director to receive the Medical Form is called the Medical Addressee.

42. _____ At the present time, the MSRTS cannot accommodate the reporting of series of innoculations.

43. _____ The Health Problem (HP) Section of the Medical Form is for the recording of a serious or detailed medical problem.

44. _____ An AB found in a cell of the Minimum Health Services Section of the Medical Form simply means that the migrant student's health condition was above average.

45. _____ Contact Data is printed in the blank space below the Health Problems (HP) Section of the Medical Form.

46. _____ If the lab results of a migrant student's medical test arrive after the student has left, they cannot be placed on his medical form.

47. _____ All abnormal situations entered in the School Health (HM) Section should also reflect follow-up information in the Health Problems (HP) Section.

48. _____ The EH Linkage printed in the blank space under the Minimum Health (HM) Services Section is an indicator to inform the teacher the health of a migrant child may affect the learning process.

49. _____ The Column numbers 01, 02, etc., on the Minimum Health (HM) Services Section were designed to represent the age of a migrant student at the time a minimum health service was administered.

50. _____ Medical and health personnel are exempt from recording sensitive health information on the Medical Form.